

**Accountability System Development for 2014  
Accountability Technical Advisory Committee (ATAC)**

**Performance Index Target Review and Decision Points**

**Background.** The purpose of the February 2014 ATAC meeting is to review and recommend 2014 targets, as well as preliminary 2015 and 2016 targets, for the performance indexes, along with pending issues related to meeting all statutory requirements in House Bill 3 (HB 3), 81<sup>st</sup> Texas Legislature, 2009; and House Bill 5 (HB 5), 83rd Texas Legislature, 2013. Numerous recommendations were made during the December 2013 ATAC meeting that were included in the 2014 model results. Additional recommendations are needed to fulfill statutory requirements specifically related to the inclusion of campus and district level distinctions for postsecondary readiness.

The following documents provide a guide for decisions and recommendations of the ATAC committee. Note that additional TEA or Accountability Policy Advisory Committee (APAC) recommendations are included for discussion.

**Review Performance Index Decisions.**

**Assessment Issues – All Four Indexes**

- STAAR English I and II reading and writing assessments are combined into a single English I and II assessment beginning in spring 2014.

**ATAC Recommendation:** Include the combined English I or English II test in the Reading subject area only.

A second recommendation was made to exclude the English I or English II reading or writing results from the EOC summer 2013 or fall 2013 administrations.

2014 STAAR EOC Assessments for ELA Reading and Writing			
	Summer 2013 EOC Administration	Fall 2013 EOC Administration	Spring 2014 EOC Administration
ELA Reading	English I and II reading	English I and II reading	English I and II combined reading and writing test results
ELA Writing	English I and II writing	English I and II writing	

**APAC Member Recommendation (January 2014):** Include the English I Reading and Writing and English II Reading and Writing tests from the Summer 2013 and Fall 2013 test administrations in the 2014 accountability results. Otherwise, school districts will not receive any benefit from the students who pass these tests during these two test administrations.

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- Substitute assessment information available on test answer documents will not include student performance results.

**ATAC Recommendation:** Include all substitute assessments and count as passers at the phase-in 1 Level II performance standard and the higher level performance standards (although there was no consensus on the specific performance standard, either Final Level II or Advanced Level III).

### Index 1

Additional tests with ELL Progress Measure results will be included in the Index 1 calculation See the *ATAC ELL Workgroup Proposed Recommendations on Inclusion of ELL students in the 2014 Rating System*.

**ATAC Recommendation:** ELL students in their second or third Year in U.S. schools that were tested on English test versions of the STAAR are included through the ELL Progress Measure. ELL student test results with an ELL Progress Measure that meet the progress measure plan expectation will receive credit in the index.

### Index 2

Additional STAAR Progress Measures and the ELL Progress Measures results will be available for inclusion in 2014.

**ATAC Recommendation:** Set 2014 Index 2 targets at about the fifth percentile by campus type:

- Elementary and Middle Schools  
Include additional STAAR Progress Measures and the ELL Progress Measures results.
- Secondary and All Grades

**ATAC Recommendation:** For 2014 state accountability ratings only, do not evaluate Index 2 for high schools based on the small number of assessments available.

- ELLs in their second or third Year in US Schools

**ATAC Recommendation:** See the *ATAC ELL Workgroup Proposed Recommendations on Inclusion of ELL students in the 2014 Rating System*.

- ELL Workgroup recommends including ELLs in their second or third (and fourth) Year in US Schools with ELL progress measures, and credit one point for each student who meets the ELL Progress Measure plan expectation; two points for each student who exceeds plan expectation.

### Index 3

Include credit for Level III advanced performance.

- Prior Year Minimum Size Criteria

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**ATAC Recommendation:** Modify the prior year minimum size criteria to require at least 25 test results in reading and at least 25 test results in mathematics.

- Calculation: adjust the methodology to include Level III Advanced as planned (one point for each percent of tests at the phase-in Level II performance standard and above which includes students at Level III Advanced; one additional point for each percent of tests at the Level III performance standard).

**ATAC Recommendation:** Several ATAC members requested consideration of the following alternative Index 3 calculation:

- One point for each percent of tests at the phase-in Level II performance standard and above (includes students at Level III Advanced);
- Credit an additional half-point for each percent of tests at the final Level II performance standard; and,
- Credit one additional point for each percent of tests at the Level III performance standard.

Agency staff will present information on the alternative Index 3 calculation.

- ELLs in their second or third Year in U.S. Schools

**ATAC Recommendation:** See the *ATAC ELL Workgroup Proposed Recommendations on Inclusion of ELL students in the 2014 Rating System*.

- ELL Workgroup recommends excluding ELLs in their second or third Year in US Schools from Index 3 calculations.

### Index 4

Include additional STAAR component for Final Level II performance in Index 4.

- Calculation of additional STAAR component: STAAR Percent Met Final Level II performance standard on One or More Tests for All Students and race/ethnicity student groups.

**ATAC Recommendation:** Continue to report Index 1 information based on number of tests and report the new Index 4 STAAR component calculated based on the number of students (as the unit of analysis).

- Calculation of Postsecondary Indicator

**ATAC Recommendation:** Modify the current College-Ready Graduates indicator reported on the 2013 Texas Academic Performance Report (TAPR). The modified indicator is the number of graduates who scored at or above the College-Ready criteria on **either** English language arts or mathematics, rather than English language arts **and** mathematics.

- Calculation of Index 4

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**ATAC Recommendation:** Combine the STAAR indicator with all Index 4 indicators for one Index 4 value. Include the following four components to calculate Index 4 values:

1. 4-year or 5-year Graduation Rate or Annual Dropout Rate
2. STAAR Performance based on one or more tests at final Level II standard
3. Recommended High School Program/Distinguished Achievement Program (RHSP/DAP) Rates
4. Postsecondary Indicators:
  - modified College-Ready Graduates indicator, and
  - Advanced Course/Dual Enrollment Completion (as reported on 2013 TAPR).

Each component carries a differentiated weight in the Index 4 calculation. For example, in 2013, the Graduation Rate and RHSP components were equally weighed, so each had a weight of 50% (for a total 100%).

The following options are recommended for review in February 2014.

2014 Index 4 Component Weights				
	STAAR (final Level II)	Graduation Score	RHSP/DAP Rate	Postsecondary Indicators
Option 1	60%	30%	5%	5%
Option 2	35%	35%	15%	15%
Option 3	25%	25%	25%	25%
Option 4	10%	30%	30%	30%

Note: The 2014 model results do not include the advanced course/dual enrollment completion indicator.

- Expand Postsecondary Readiness Indicators

**ATAC Recommendation:** Recommend inclusion of additional indicators that will be collected through PEIMs in future accountability cycles.

- Minimum Size Criteria and Small Numbers Analysis

**ATAC Recommendation:** No changes to the minimum size criteria for Index 4 or the methodology for Small Numbers Analysis.

### Index 4 Alternative Education Accountability (AEA) provisions

- Expand the AEA provisions to include dropout recovery schools for 2014
- Postsecondary indicator included as bonus points

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**ATAC Recommendation:** Adjust the evaluation criteria to meet HB 5 requirements; also recommend the Index 4 Postsecondary indicators credit AEA campuses results as bonus points.

### Target Setting Decisions.

#### 2014 Model Results

Summary information of the 2014 model results are provided to the ATAC to aid target setting decisions for Index 1, 2, 3, and 4. Each of the options below are presented:

	Index 1	Index 2	Index 3	Options for 2014 Index 4 Component Weights			
	Include ELLs in Year 2 & 3, with ELL Progress Measure	No Model Results	Include Advanced Level III calculation	STAAR (final Level II)	Graduation Rate	RHSP/DAP Rate	Postsecondary Indicator
Option 1				60%	30%	5%	5%
Option 2				35%	35%	15%	15%
Option 3				25%	25%	25%	25%
Option 4				10%	30%	30%	30%

#### Overall Rating Outcome

In order to evaluate an overall rating outcome based on four performance indexes, campuses and districts with performance data on each index receive the rating *Met Standard* or *Improvement Required* based on Option 4 above. For the purpose of providing overall rating outcomes, arbitrary performance index targets are set at the fifth percentile of campus performance.

2014 Model Results - Targets Set at 5th Percentile				
Targets	Index 1	Index 2*	Index 3	Index 4
Non-AEA Campuses				
Elementary	5 <sup>th</sup> Percentile of All Campuses	5 <sup>th</sup> Percentile of Elementary Schools	5 <sup>th</sup> Percentile of All Campuses	5 <sup>th</sup> Percentile of Elementary and Middle Schools (STAAR only)
Middle School		5 <sup>th</sup> Percentile of Middle Schools		
High School		Not Evaluated		5 <sup>th</sup> Percentile of High School/All Grades (Four components)
All Grades				
AEA Campuses				
All AEA Campuses	5 <sup>th</sup> Percentile of AEA Campuses	Not Evaluated	5 <sup>th</sup> Percentile of AEA Campuses	5 <sup>th</sup> Percentile of AEA Campuses

\* Actual 2013 Index 2 results for Elementary and Middle Schools were used for modeling rating outcomes.